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ABSTRACT

An outline of the knowledge and skills to be taught in high school world history courses in order to meet the Department of Defense Dependents Schools (DoDDS) social studies objectives is provided. Material is divided into three parts. Following an introduction, a one page description overviews the curriculum topic for high school world history, and specifies the major subject areas to be covered within the topic, time allotment, and other classroom specifics. A list of acknowledgments contains names and addresses of all educators contributing to the curriculum guide. The bulk of the document consists of a detailed outline of content and objectives to be covered. The information, provided in matrix form, is divided by marking period and includes suggested time frame and a list of areas of study, each tagged to learning objectives, suggested activities, and page correlations with several widely used social studies textbooks. For world history, the areas of study covered are: ancient civilization, Middle Ages, Renaissance through the nineteenth century, and nationalism and the contemporary world. (LP)

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SOCIAL STUDIES

CURRICULUM GUIDE

ED269327

DS Manual 2110.10

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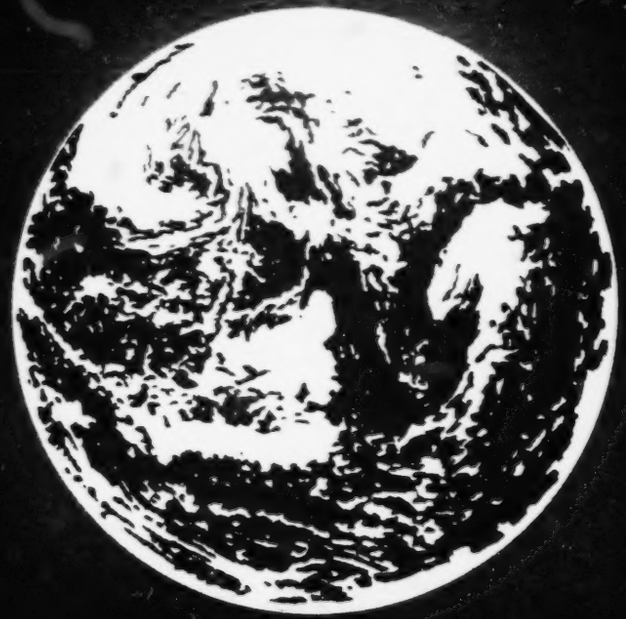

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WORLD HISTORY

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS

INTRODUCTION

The Department of Defense Dependents Schools (DoDDS) Social Studies Guides have been developed for the purpose of providing the classroom teacher with an outline of knowledge and skills which are to be taught at each grade level in order to meet the DoDDS social studies objectives.

As these guides are being used, it is requested that suggestions and recommendations for changes be submitted to the regional social studies coordinators. These guides will be reviewed and revised in accordance with the DoDDS Curriculum Development Plan.

Steve Motta
Deputy Director

World History

World History carries the seventh and ninth grade geographical and cultural studies one step further by looking at the historical development of these cultures and is a continuation of the chronological sixth grade study of Ancient World Civilizations.

An increasingly interdependent world makes the study of World History vital to any well educated citizenry. Traditionally, this course has focused almost exclusively on Western History and was historically based. Present world situations require a more multidisciplinary approach drawing from economics, political science, geography, and anthropology. The humanities also should not be neglected, showing the development of histories through art, music, and literature. World History should not only be more than pure history, but also functional.

All teachers of World History should strive to see that it is a WORLD HISTORY. Adequate attention should be paid to Asia, Africa, and the Americas. For example, when studying feudalism, do not overlook feudalism in Japan (Shoguarate), China (Mongols), India (Moguls), or other areas of the world. The host nation history and culture should be used as much as possible for comparisons and parallels.

The first nine week course of study should focus on ancient civilization. The second nine weeks cover the Middle Ages through feudalism within and outside of Europe. The third nine week period involves a study of the Renaissance through the 19th century. The last nine weeks should focus on Nationalism and the Contemporary World.

APPROVED TEXTBOOKS:

Harcourt Brace: Men and Nations
Holt, Rinehart, Winston: People and Our World
Houghton/Mifflin: Unfinished Journey
Scott Foresman (1): History and Life
Scott Foresman (2): Living World History
SRA: A World History

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Grade Level: World History

Marking Period: 1st

Suggested Time Frame: Unit I, All Ancient and Classical Civilizations, 9 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	Harcourt/ Brace MEN & NATIONS	Holt/ Rinehart PEOPLE & OUR WORLD	Houghton/ Mifflin UNFINISHED JOURNEY	Scott Foresman (1) HISTORY & LIFE	Scott Foresman (2) LIVING WORLD HISTORY	SRA A WORLD HISTORY	ACTIVITIES
I. Overview - Ancient and Classical World	1. Analyze the dynamics of interrelationships between humans and their environment. (HISTORY) 2. Describe and evaluate ways in which human beings have interacted with and/or adapted to their physical environment and/or their human environment. (SOCIOLOGY) 3. Identify geo-historical concepts in relationship to content area. (HISTORY) 4. Explain the differences between relevant and irrelevant sources and between reliable and unreliable sources. (SKILLS)	Ch. 1-9	Ch. 1-6	Ch. 1, 2, 8, 9	Ch. 1-7	Ch. 3, 5, 9, 10	Unit 1-3	I. Overview - Ancient and Classical World A. Explain how a social scientist would organize a plan. B. Following are some statements about historians and the way they write history. Indicate those that are false. T F (1) Historical accounts about what happened in the past reflect the views and biases of the writer. T F (2) Some historical accounts are more objective than others, but there is no such thing as a completely objective history. T F (3) Historians are influenced in the way they write about the past by the values and biases of the society and era they are a part of.

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Grade Level: World History

Marking Period: 1st

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	Harcourt/ Brace MEN & NATIONS	Holt/ Rinehart PEOPLE & OUR WORLD	Houghton/ Mifflin UNFINISHED JOURNEY	Scott Foresman (1) HISTORY & LIFE	Scott Foresman (2) LIVING WORLD HISTORY	SRA A WORLD HISTORY	ACTIVITIES
	5. Construct an imaginary civilization on an imaginary lost continent. (GEOGRAPHY)							T F (4) It is possible that an account of an historical event that was written in 1930 might differ in many ways from an account that was wit- ten in 1970.
	6. Define and describe the basic characteristics of a community, society, or culture. (ANTHROPOLOGY)							T F (5) Many of the great h torians have certain theories about history and these theories influence the way they view the past.
								T F (6) Most accounts of the past are pretty much the same, regardless of what historians write them.
								T F (7) Facts are facts, and if an historian sticks with the facts, his/her accounts of the past will be pretty much like the accounts of other historians who stick to the facts.

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Grade Level: World History

Marking Period: 1st

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	Harcourt/ Brace MEN & NATIONS	Holt/ Rinehart PEOPLE & OUR WORLD	Houghton/ Mifflin UNFINISHED JOURNEY	Scott Foresman (1) HISTORY & LIFE	Scott Foresman (2) LIVING WORLD HISTORY	SRA A WORLD HISTORY	ACTIVITIES
								T F (8) Children in Canada and Mexico get about the same view of American history from their textbooks as children in the United States do in their textbooks.
								T F (9) Great historians are in very close agreement about the way things happened in the past.
								T F (10) In history, a "primary source" is a document written by someone who was actually present at a particular event. A "secondary source" is written by someone who has studied the event, but wasn't actually there.

Grade Level: World History

Marking Period: 1st

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	Harcourt/ Brace MEN & NATIONS	Holt/ Rinehart PEOPLE & OUR WORLD	Houghton/ Mifflin UNFINISHED JOURNEY	Scott Foresman (1) HISTORY & LIFE	Scott Foresman (2) LIVING WORLD HISTORY	SRA A WORLD HISTORY	ACTIVITIES

C. Below is a list of social scientists. Place the numbers that accompany each in the appropriate blanks below.

1. Anthropologists
2. Economists
3. Geographers
4. Historians
5. Philosophers
6. Political Scientists
7. Psychologists
8. Sociologists

___ study such matters as comparative government, international relations, public administration, and theories of government.

___ attempt to reconstruct the events of the past according to their view.

___ study how goods and services get produced and how they get distributed.

___ often look for fossil human bones and study living people.

___ try to reconstruct the chronology of events in the recorded past.

Grade Level: World History

Marking Period: 1st

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	Harcourt/ Brace MEN & NATIONS	Holt/ Rinehart PEOPLE & OUR WORLD	Houghton/ Mifflin UNFINISHED JOURNEY	Scott Foresman (1) HISTORY & LIFE	Scott Foresman (2) LIVING WORLD HISTORY	SRA A WORLD HISTORY	ACTIVITIES
								___ try to find out such things as how we inherit the color of our eyes or the shape of our heads, how new traits arise and spread among peoples, and how environment affects us. ___ gather their information through experimentation, natural observation, case histories, and surveys. ___ would study in detail the various forms of democracy, communism, and socialism. ___ would deal with such terms as "roles," "prejudice," "class," "folkways," and "social mobility." ___ deal with such questions as "What is the purpose of man and life?" and "What is the nature of existence?" ___ sometimes talk to individual people in order to try to help them solve their emotional problems.

Grade Level: World History

Marking Period: 1st

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	Harcourt/ Brace MEN & NATIONS	Holt/ Rinehart PEOPLE & OUR WORLD	Houghton/ Mifflin UNFINISHED JOURNEY	Scott Foresman (1) HISTORY & LIFE	Scott Foresman (2) LIVING WORLD HISTORY	SRA A WORLD HISTORY	ACTIVITIES
								___ concern themselves with the location of physical features, places, and people, as well as with various parts of the world that are alike and different. ___ study living men to see why they vary in physical appearance.
A. Ancient Civilizations 1. Pre-history 2. River Valley Civilization								A. Ancient Civilizations 1. Pre-History a. Draw or make replicas of Old Stone Age tools and describe their origin and function. (Obj. 1, 2) b. Sketch the various forms of early man and identify their locality. Compare and contrast them in chart form. (Obj. 3)

Grade Level: World History

Marking Period: 1st

Suggested Time Frame:

AREA OF STUDY/CONTENT	OBJECTIVES	Harcourt/ Brace MEN & NATIONS	Holt/ Rinehart PEOPLE & OUR WORLD	Houghton/ Mifflin UNFINISHED JOURNEY	Scott Foresman (1) HISTORY & LIFE	Scott Foresman (2) LIVING WORLD HISTORY	SRA A WORLD HISTORY	ACTIVITIES
								c. Research any Stone Age civilization existing today and find out how they are adapting to the 20th century. (Obj. 6) d. Make a wall chart showing the various ages of man's early development. (Obj. 1, 6) e. Make a wall chart showing the achievements of early man in the Old, Middle, and New Stone Age. (Obj. 1) f. Many host nations will have an archeological dig in process. Arrange for a study trip or a guest speaker. (Obj. 2)

Grade Level: World History

Marking Period: 1st

Suggested Time Frame:

AREA OF STUDY/CONTENT	OBJECTIVES	Harcourt/ Brace MEN & NATIONS	Holt/ Rinehart PEOPLE & OUR WORLD	Houghton/ Mifflin UNFINISHED JOURNEY	Scott Foresman (1) HISTORY & LIFE	Scott Foresman (2) LIVING WORLD HISTORY	SRA A WORLD HISTORY	ACTIVITIES

g. Imagine yourself as an archeologist who has uncovered crude clay pots, sharpened stones, and a dugout. Write a paper explaining how you would interpret your findings. (Obj. 5)

2. River Valley Civilizations
   a. Make a comparative chart or time line showing the development within the four great River Valley Civilizations. (Obj. 6)

   b. Draw maps of the four civilizations. (Obj. 3)

   c. Make a list of people who settled in the Fertile Crescent and one achievement of each group. (Obj. 2)

   d. Draw a map illustrating the monsoons and their effect on India. (Obj. 3)

Grade Level: World History

Marking Period: 1st

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	Harcourt/ Brace MEN & NATIONS	Holt/ Rinehart PEOPLE & OUR WORLD	Houghton/ Mifflin UNFINISHED JOURNEY	Scott Foresman (1) HISTORY & LIFE	Scott Foresman (2) LIVING WORLD HISTORY	SRA A WORLD HISTORY	ACTIVITIES
B. Classical Civilization 1. Greece a. City-State development b. Humanism and science	7. Describe contributions individuals and groups have made which significantly affect the lives of other human beings. (SOCIOLOGY)							B. Classical Civilizations 1. Greece a. Draw a sketch of a Greek temple or construct a model Parthenon. (Obj. 7) b. Compare the life of an Athenian and Spartan citizen. (Obj. 7). c. Research the Battle of Marathon. Explain its importance in the development of Greek history. (Obj. 3) d. Make a list of words in our language that have Greek roots and see if their meaning has changed. (Obj. 7)

Grade Level: World History

Marking Period: 1st

Suggested Time Frame:

AREA OF STUDY/CONTENT	OBJECTIVES	Harcourt/ Brace MEN & NATIONS	Holt/ Rinehart PEOPLE & OUR WORLD	Houghton/ Mifflin UNFINISHED JOURNEY	Scott Foresman (1) HISTORY & LIFE	Scott Foresman (2) LIVING WORLD HISTORY	SRA A WORLD HISTORY	ACTIVITIES
2. India under the Guptas a. Caste b. Buddhism	8. Analyze the mediating influence of religions and philosophies on cultures. (HISTORY)							2. India under the Gupta a. Make a chart showing the main features of Hinduism, Buddhism, Confucianism, and Taoism. (Obj. 8)
3. China - Japan a. Chou, Chin, and Han Dynasties b. Philosophies and Literature								3. China - Japan a. List what modern day examples of Chinese or Japanese culture can be traced to ancient Chinese civilization. (Obj. 6, 7, 8)

Grade Level: World History

Marking Period: 1st

Suggested Time Frame: _____

AREA OF STUDY/CONTENT		OBJECTIVES	Harcourt/ Brace MEN & NATIONS	Holt/ Rinehart PEOPLE & OUR WORLD	Houghton/ Mifflin UNFINISHED JOURNEY	Scott Foresman (1) HISTORY & LIFE	Scott Foresman (2) LIVING WORLD HISTORY	SRA A WORLD HISTORY	ACTIVITIES
4. Africa and Americas 5. Rome a. Republic b. Empire c. Culture d. Christianity e. Invasions and collapse	9.	Demonstrate an acceptance and pride in one's own cultural heritage and acceptance of others. (POLITICAL SCIENCE)	Ch. 7, 8, 13	Ch. 7, 15, 16	Ch. 3-5 Ch. 10-11	Ch. 8-11	Ch. 4, 11	Unit 1-3	4. Africa and the Americas 5. Rome a. Divide the class into two groups and debate whether Greece or Rome contributed more to our Western way of life. (Obj. 9, 10, 11, 12) b. Make a comparative chart showing Greek and Roman art, architecture, and literature. (Obj. 9) c. Roman family life contributed to the strength of the state. How does family life contribute to our nation today? (Obj. 12, 13, 14) d. Study a Greek or Roman play and discuss why, after thousands of years, they are still meaningful. (Obj. 9, 10, 11) e. Make a comparison between Greek and Roman government
	10.	Know that most goal choices are between or among those deemed best for the community. (POLITICAL SCIENCE)							
	11.	Define and describe the basic characteristics of a community, society, or culture (i.e., institutions, organizations, - economic, civil, religious, educational groups, and social aggregates - ethnic groups, classes, etc.) (SOCIOLOGY)							
	12.	Assume, responsibility for one's role in family, school and community life. (POLITICAL SCIENCE)							

Grade Level: World History

Marking Period: 1st

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	Harcourt/ Brace MEN & NATIONS	Holt/ Rinehart PEOPLE & OUR WORLD	Houghton/ Mifflin UNFINISHED JOURNEY	Scott Foresman (1) HISTORY & LIFE	Scott Foresman (2) LIVING WORLD HISTORY	SRA A WORLD HISTORY	ACTIVITIES
	13. Identify groups that human beings form (i.e., family, peer, community, national, and international groups). (ANTHROPOLOGY) 14. Identify ways in which individuals and groups influence changes (Alexander the Great, Jesus). (POLITICAL SCIENCE) 15. Describe the development of law and its impact on societies. (HISTORY)							and try and decide whether our Federal Government is more Greek or Roman. (Obj. 15) f. Review the ways our presidents have influenced changes in our society and compare them with changes made by Roman emperors. (Obj. 4) g. Make a list of the similarities of the U.S. Senate of today and the Roman Senate. (Obj. 15)

Grade Level: World History

Marking Period: 2nd

Suggested Time Frame: Unit II. Middle Ages, 9 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	Harcourt/ Brace MEN & NATIONS	Holt/ Rinehart PEOPLE & OUR WORLD	Houghton/ Mifflin UNFINISHED JOURNEY	Scott Foresman (1) HISTORY & LIFE	Scott Foresman (2) LIVING WORLD HISTORY	SRA A WORLD HISTORY	ACTIVITIES
II. The Middle Ages (400-1300 AD) A. Feudalism - Europe 1. Society 2. Development of the State/Church 3. Commerce 4. Thought	1. Describe some of the functions of groups. (ANTHROPOLOGY) 2. Give reasons why and how groups form. (ANTHROPOLOGY) 3. Describe the role of the consumer on any society. (ECONOMICS) 4. Define political absolutism in its role in shaping world history. (POLITICAL SCIENCE) 5. Explain factors which may affect social change. (SOCIOLOGY) 6. Describe contributions individuals and groups have made which significantly affect the lives of other human beings. (SOCIOLOGY)	Ch. 10-11	Ch. 8-9	Ch. 4-6	Ch. 8	Ch. 6-7	Unit 4	II. The Middle Ages A. Feudalism - Europe 1. In a short essay, describe life on a medieval manor. (Obj. 1, 2) 2. Draw a sketch of life on a manor. (Obj. 1, 2) 3. Examine a chess set and try to relate the power of the chess pieces to the power these figures actually held during the Middle Ages. (Obj. 3, 4) 4. Visit a nearby church or cathedral and see if you can find elements of Gothic or Romanesque architecture. (Obj. 6) 5. Trace the various routes of the Crusaders to the Holy Land. (Obj. 10) 6. Debate whether the Crusades were a success of failure. (Obj. 1, 2)

Grade Level: World History

Marking Period: 2nd

Suggested Time Frame: _____

AREA OF STUDY/CONTENT		OBJECTIVES	Harcourt/ Brace MEN & NATIONS	Holt/ Rinehart PEOPLE & OUR WORLD	Houghton/ Mifflin UNFINISHED JOURNEY	Scott Foresman (1) HISTORY & LIFE	Scott Foresman (2) LIVING WORLD HISTORY	SRA A WORLD HISTORY	ACTIVITIES
B. Feudalism - beyond Europe 1. Byzantium 2. Islam and Muslim Society 3. Russia 4. Mongols 5. Africa 6. Americas 7. Moguls 8. China 9. Japan - Shogunate	7.	Analyze the impact of diverse human groups in the modification of various cultures. (HISTORY)	Ch. 12-13	Ch. 12-15	Ch. 7-11	Ch. 9-17	Ch. 8-11	Unit 4	B. Feudalism - Beyond Europe 1. Compare life in medieval Europe with Tokugawa, Japan. (Obj. 6) 2. Examine life in medieval Europe and the Middle East and decide which offered the higher standard of living. (Obj. 6) 3. Trace the expansion of Islam from the Middle East and try and account for its rapid spread. (Obj. 6) 4. Compare and contrast the trade winds of Africa and the monsoons of India and how each has affected the nations of the area. (Obj. 7, 8)
	8.	Identify the phenomena of our earth which explain night and day, the seasons, and certain characteristic weather phenomena (i.e., trade winds, hurricanes, etc.). (GEOGRAPHY)							
	9.	Read a weather map and explain the characteristic sources of weather during each season of the year. (GEOGRAPHY)		Ch. 3-5					
	10.	Identify geo-historical concepts in relationship to content areas. (HISTORY)							

Grade Level: World History

Marking Period: 3rd

Suggested Time Frame: Unit III. Renaissance, Reason, Revolution & Reaction, 9 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	Harcourt/ Brace MEN & NATIONS	Holt/ Rinehart PEOPLE & OUR WORLD	Houghton/ Mifflin UNFINISHED JOURNEY	Scott Foresman (1) HISTORY & LIFE	Scott Foresman (2) LIVING WORLD HISTORY	SRA A WORLD HISTORY	ACTIVITIES
III. Renaissance, Reason, Revolution, and Reaction (1400-1848) A. Renaissance and Reformation (1300-1648) 1. Italy - masterpieces 2. Humanism - technology 3. Spread of the Renaissance 4. Power of Church declines 5. Reformation in Northern Europe 6. Counter-Reformation - Religious Wars	1. Explain ways ideas, traditions, customs, and inventions are transmitted. (SOCIOLOGY) 2. Indicate how functions vary and change within or among societies (cultures) over a time frame. (ANTHROPOLOGY) 3. Describe contributions individuals or groups have made which significantly affect the lives of other human beings? (SOCIOLOGY)	Ch. 14	Ch. 10	Ch. 12	Ch. 19-20	Ch. 13-14	Unit 5	III. Renaissance, Reason, Revolution, and Reaction A. Renaissance and Reformation 1. Make a wall chart of the chief writers, artists, and scientists and name their achievements. (Obj. 1, 3) 2. Write a dialogue between the Dominican monk Tezel and Luther about indulgences. (Obj. 2) 3. Write a letter to a friend in which you express regret that your prince has chosen Lutheranism as the religion for his state. (Obj. 2)

Grade Level: World History

Marking Period: 3rd

Suggested Time Frame:

AREA OF STUDY/CONTENT		OBJECTIVES	Harcourt/ Brace MEN & NATIONS	Holt/ Rinehart PEOPLE & OUR WORLD	Houghton/ Mifflin UNFINISHED JOURNEY	Scott Foresman (1) HISTORY & LIFE	Scott Foresman (2) LIVING WORLD HISTORY	SRA A WORLD HISTORY	ACTIVITIES
B. Rise of the Monarchial States 1. England becomes a limited monarchy 2. France becomes absolute 3. Hapsburg power limited	4.	Describe the factors that lead to the development of nations. (SOCIOLOGY)	Ch. 16-17	Ch. 9, 11	Ch. 13	Ch. 18, 20	Ch. 12, 16	Unit 7	B. Rise of the Monarchial States 1. Make a wall chart showing European wars of the 17th and 18th century. (Obj. 3) 2. Draw sketches and construct models of the weapons and military equipment of the 1500 and 1600's. 3. Write a report on the Hundred Year War and show how the development of the the French nation was affected by the war. 4. Show film: A Man For All Seasons 5. Activity: In 1535, Sir Thomas More, the great English humanist, was beheaded by order of Henry VIII. More was one of the most respected of men of the time, and he was known to the people of England as a very wise and Christian man. In fact, he was one of the strongest figures in the church, the Catholic
	5.	Locate the major nations of the world. (GEOGRAPHY)							

Grade Level: World History

Marking Period: 3rd

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	Harcourt/ Brace MEN & NATIONS	Holt/ Rinehart PEOPLE & OUR WORLD	Houghton/ Mifflin UNFINISHED JOURNEY	Scott Foresman (1) HISTORY & LIFE	Scott Foresman (2) LIVING WORLD HISTORY	SRA A WORLD HISTORY	ACTIVITIES

Church. But because More would not publicly announce that he would go along with the King's divorce, which went against the rules of the Church, More was beheaded. His devoted wife, daughter, and friends tried to the end to get him to give in to the King. But he chose death rather than to go against his own conscience and the law of the Church.

As More mounted the platform to be beheaded, he must have had many feelings. Give reasons why you think he might have had those feelings.

Fear, because _____
_____

Self-righteousness, because __
_____

Pride, because _____
_____

Fearlessness, because _____
_____

Grade Level: World History

Marking Period: 3rd

Suggested Time Frame: _____

AREA OF STUDY/CONTENT		OBJECTIVES	Harcourt/ Brace MEN & NATIONS	Holt/ Rinehart PEOPLE & OUR WORLD	Houghton/ Mifflin UNFINISHED JOURNEY	Scott Foresman (1) HISTORY & LIFE	Scott Foresman (2) LIVING WORLD HISTORY	SRA A WORLD HISTORY	ACTIVITIES
C. Age of Discovery and Commercialism 1. Expanding Europe 2. Great voyages of exploration 3. Conquest and colonization	6.	Identify and apply latitude, longitude, cardinal, and intermediate directions on a globe and map. (GEOGRAPHY)	Ch. 15	Ch. 18	Ch. 14	Ch. 21-22	Ch. 15	Unit 6	C. Age of Discovery and Commercialism 1. Trace the voyages of conquest and colonization from Europe to all corners of the world. (Obj. 5) 2. Using the globe or map projection show the location by latitute and longitude of several colonies controlled by European powers. (Obj. 5) 3. Make charts or maps of European countries and their possessions overseas. One could be based on the age of exploration and one based on the present. (Obj. 4) 4. What parallels can be drawn between mercantilism and modern day capitalism? Research and write a report on this topic. (Obj. 6, 7) 5. Compare the structure of the late Medieval or Renaissance church with the business enterprises of the day. (Obj. 8)
	7.	Explain how cultural universals take different forms in various cultures and change over a period of time. (ANTHROPOLOGY)							
	8.	Describe the use of credit. (ECONOMICS)							

Grade Level: World History

Marking Period: 3rd

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	Harcourt/ Brace MEN & NATIONS	Holt/ Rinehart PEOPLE & OUR WORLD	Houghton/ Mifflin UNFINISHED JOURNEY	Scott Foresman (1) HISTORY & LIFE	Scott Foresman (2) LIVING WORLD HISTORY	SRA A WORLD HISTORY	ACTIVITIES
D. Age of Reason and the Enlightenment 1. Science and new theories 2. Progress in science 3. Application of political thought	9. Compare and contrast differences between institution and organization. (ANTHROPOLOGY) 10. Use a sequence of processes which are common to problem-solving strategies. (SKILLS)	Ch. 17	X	Ch. 15	Ch. 22, 23	Ch. 17	Unit 8	D. Age of Reason and The Enlightenment 1. Explain how the early scientists of the 17th and 18th centuries developed procedures still in use by scientists today. (Obj. 9) 2. Have student roleplay Locke, Voltaire, Rousseau, Priestley, people in this unit. (Obj. 13)
E. Democratic Revolutions 1. Puritan and bloodless revolutions of England 2. The American Revolution 3. The French Revolution	11. Identify preferences that lead to group identification. (ANTHROPOLOGY) 12. Analyze political interactions among nations. (POLITICAL SCIENCE) 13. Describe methods groups use to change political structures. (POLITICAL SCIENCE)	Ch. 17-19	Ch. 19-20	Ch. 16-17	Ch. 24	Ch. 18	Unit 9	E. Democratic Revolutions 1. Compare in chart form the English, American, and French Revolution. (Obj. 10, 12) 2. Make an outline of the ideas of the French philosophers, Diderot, Voltaire, and Rousseau. (Obj. 10, 12)

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Grade Level: World History

Marking Period: 3rd

Suggested Time Frame:

AREA OF STUDY/CONTENT	OBJECTIVES	Harcourt/ Brace MEN & NATIONS	Holt/ Rinehart PEOPLE & OUR WORLD	Houghton/ Mifflin UNFINISHED JOURNEY	Scott Foresman (1) HISTORY & LIFE	Scott Foresman (2) LIVING WORLD HISTORY	SRA A WORLD HISTORY	ACTIVITIES
4. Extremism and the French Revolution								
5. Napoleonic Era								
6. Latin American Revolution								
F. Reaction and Revolt after Napoleon		Ch. 19-20	Ch. 20	Ch. 17	Ch. 25	Ch. 19	Unit 9	F. Reaction and Revolt after Napoleon
1. Congress of Vienna								1. Draw maps of Europe as it was before and after the Congress of Vienna. (Obj. 11)
2. Conservative nations resist change								2. Compare the revolutions of 1820, 1830, and 1848 and note their similarities and differences. (Obj. 11, 12)
3. Growth of Nationalism and Liberalism								3. Discuss the topic, "The revolutions of 1848 were all failures. (Obj. 12)
4. Revolutions of 1820, 1830, and 1848								

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Grade Level: World History

Marking Period: 4th

Suggested Time Frame: Unit IV, V, VI, VII, VIII; 9 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	Harcourt/ Brace MEN & NATIONS	Holt/ Rinehart PEOPLE & OUR WORLD	Houghton/ Mifflin UNFINISHED JOURNEY	Scott Foresman (1) HISTORY & LIFE	Scott Foresman (2) LIVING WORLD HISTORY	SRA A WORLD HISTORY	ACTIVITIES
IV. The Nineteenth Century World A. The Industrial Revolution 1. Beginnings in England 2. Development of technology 3. Science and medical progress 4. Advancement in the arts	1. Analyze and evaluate the development of industrialization and organization on nations. (HISTORY) 2. Analyze and evaluate the allocation and utilization of natural and human resources. (HISTORY) 3. Describe how economic events change political structures. (POLITICAL SCIENCE) 4. Define the purposes of economic systems. (ECONOMICS)	Ch. 21-22	Ch. 22	Ch. 20	Ch. 26	Ch. 21	Unit 10	IV. The Nineteenth Century World A. The Industrial Revolution 1. Debate the resolution, "Resolved that the Industrial Revolution created a new type of man and state." (Obj. 1, 4) 2. Since economic events change political structures, debate the resolution, "Resolved that unions today have too much political power in the United States." (Obj. 3) 3. Pretend you are an economic minister from a developing nation and give a speech before the Economic Development Committee of the United Nations on why your nation is trying to industrialize. (Obj. 2, 4) 4. Look at several examples of art and architecture of the 19th century and see if you can see any parallels between it and industrialism itself.

Grade Level: World History

Marking Period: 4th

Suggested Time Frame:

AREA OF STUDY/CONTENT	OBJECTIVES	Harcourt/ Brace MEN & NATIONS	Holt/ Rinehart PEOPLE & OUR WORLD	Houghton/ Mifflin UNFINISHED JOURNEY	Scott Foresman (1) HISTORY & LIFE	Scott Foresman (2) LIVING WORLD HISTORY	SRA A WORLD HISTORY	ACTIVITIES
								5. Examine the writings of or about Karl Marx to see if they accurately reflect the times he was writing about. (Obj. 3) 6. Discuss whether the term "Industrial Revolution" might better be named "Industrial Evolution." (Obj. 1, 4)
B. Nationalism and the Rise of New States 1. Unification of Italy 2. Unification of Germany 3. Nationalism in Eastern Europe 4. Growth of democratic states in America and Australia	5. Describe methods groups use to change political structures. (POLITICAL SCIENCE) 6. Define the term ethnic as opposed to national. (PSYCHOLOGY)	Ch. 22-25	Ch. 24	Ch. 18	Ch. 25	Ch. 20, 23	Unit 12	B. Nationalism and the Rise of New States 1. Compare and contrast the unification of Italy and Germany. (Obj. 5, 6) 2. Organize a debate on the topic "National states are no longer the best form of political organization." (Obj. 5)

Grade Level: World History

Marking Period: 4th

Suggested Time Frame: _____

AREA OF STUDY/CONTENT		OBJECTIVES	Harcourt/ Brace MEN & NATIONS	Holt/ Rinehart PEOPLE & OUR WORLD	Houghton/ Mifflin UNFINISHED JOURNEY	Scott Foresman (1) HISTORY & LIFE	Scott Foresman (2) LIVING WORLD HISTORY	SRA A WORLD HISTORY	ACTIVITIES
C. Empire Building - Imperialism 1. Reasons 2. India loses independence 3. China 4. Japan opens its country 5. Africa divided among powers	7.	Compare and contrast the impact of economics decisions and their effect on people. (HISTORY)	Ch. 26-28	Ch. 25	Ch. 22-24	Ch. 28	Ch. 24	Unit 11	C. Empire Building - Imperialism 1. Discuss the terms nationalism and imperialism and how the two are related. (Obj. 6, 7) 2. Draw political cartoons showing how India, China, and Africa were exploited by imperialist power. (Obj. 6) 3. Discuss the positive and negative aspects of imperialism. (Obj. 7) 4. Compare and contrast the Japanese and Chinese reaction to the onslaught of Western ways. (obj. 7)
	8.	Describe methods groups use to change political structures. (POLITICAL SCIENCE)							

Grade Level: World History

Marking Period: 4th

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	Harcourt/ Brace MEN & NATIONS	Holt/ Rinehart PEOPLE & OUR WORLD	Houghton/ Mifflin UNFINISHED JOURNEY	Scott Foresman (1) HISTORY & LIFE	Scott Foresman (2) LIVING WORLD HISTORY	SRA A WORLD HISTORY	ACTIVITIES
V. Nationalism, Rivalries, and World War I A. Imperialism - Nationalism 1. Conflicting national interests 2. Eastern European national movements 3. Balkan conflicts	1. Analyze the influence of nationalism on the development of foreign policy and its implication in foreign intervention. (HISTORY) 2. Know the concepts of conflict and tradeoff. (PSYCHOLOGY) 3. List alternative ways of solving conflict. (PSYCHOLOGY)	Ch. 23, 24, 29	Ch. 26, 27	Ch. 25	Ch. 28, 29	Ch. 25, 26	Unit 12	V. Nationalism, Rivalries, and World War I A. Imperialism - Nationalism 1. Construct a time line of the nationalistic and imperialistic rivalries leading up to World War I. (Obj. 1, 2) 2. Draw a cartoon depicting the balance of power between the Triple Alliance and the Triple Entente. (Obj. 1, 2)

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Grade Level: World History

Marking Period: 4th

Suggested Time Frame: _____

AREA OF STUDY/CONTENT		OBJECTIVES	Harcourt/ Brace MEN & NATIONS	Holt/ Rinehart PEOPLE & OUR WORLD	Houghton/ Mifflin UNFINISHED JOURNEY	Scott Foresman (1) HISTORY & LIFE	Scott Foresman (2) LIVING WORLD HISTORY	SRA A WORLD HISTORY	ACTIVITIES
B. World War I 1. Beginnings of World War I 2. War becomes stalemate 3. United States enters the war 4. Nations seek to build lasting peace - Peace of Versailles	4.	Analyze political interactions among nations. (POLITICAL SCIENCE)	Ch. 27-29	Ch. 27	Ch. 25	Ch. 29	Ch. 25-26	Unit 12	B. World War I 1. Draw a propaganda poster for either Germany or Britain to be used in the United States to influence opinion there. (Obj. 3) 2. List the events leading up to World War I and what each nation was striving for. (Obj. 4) 3. Compare and contrast the political and economic strength of the rival nations prior to World War I. (Obj. 5) 4. Examine the propaganda techniques used by various forces to get the United States, into World War I. (Obj. 6) 5. Compare and contrast the U.S. position at the Treaty of Versailles with that of the Allies. (Obj. 4)
	5.	Describe how economic decisions change political structures. (POLITICAL SCIENCE)							
	6.	Identify factors which contribute to inaccuracy or irrelevance in communications. (SKILLS)							

Grade Level: World History

Marking Period: 4th

Suggested Time Frame:

AREA OF STUDY/CONTENT	OBJECTIVES	Harcourt/ Brace MEN & NATIONS	Holt/ Rinehart PEOPLE & OUR WORLD	Houghton/ Mifflin UNFINISHED JOURNEY	Scott Foresman (1) HISTORY & LIFE	Scott Foresman (2) LIVING WORLD HISTORY	SRA A WORLD HISTORY	ACTIVITIES
VI. The World between the Wars A. Search for Peace - League of Nations 1. Czars lose control - autocratic 2. Bolsheviks seize control	1. List reasons nations participate in international organizations. (POLITICAL SCIENCE) 2. Explain the three basic economic philosophies of capitalism, socialism, and communism. (ECONOMICS) 3. Describe the use of credit. (ECONOMICS) 4. Identify and select a problem for investigation. (DECISIONMAKING) 5. Demonstrate a systematic process for the study of a problem to arrive at a potential solution. (DECISIONMAKING) 6. Recognize value judgements. (DECISIONMAKING)	Ch. 29, 37 Ch. 21, 34	Ch. 28 Ch. 23, 33	Ch. 27 Ch. 26	Ch. 29 Ch. 30, 32	Ch. 27 Ch. 28	Unit 12 Unit 13	VI. The World between Wars A. Search for Peace - League of Nations 1. List the arguments for and against the United States joining the League of Nations. (Obj. 1) 2. Examine the steps the statesmen of Europe and the United States took to avoid another world conflict. (Obj. 5) 3. Examine the many causes of the Depression and see how many are related to the buying of goods on credit. (Obj. 3) B. Establishment of Communist Russia 1. Outline the basic principles of capitalism, socialism, and communism. (Obj 2) 2. Look at the difficult times of Russia between the wars and debat whether the United States might have influenced the course of history in Russia. (Obj. 4)

Grade Level: World History

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AREA OF STUDY/CONTENT	OBJECTIVES	Harcourt/ Brace MEN & NATIONS	Holt/ Rinehart PEOPLE & OUR WORLD	Houghton/ Mifflin UNFINISHED JOURNEY	Scott Foresman (1) HISTORY & LIFE	Scott Foresman (2) LIVING WORLD HISTORY	SRA A WORLD HISTORY	ACTIVITIES
3. Lenin builds a communist state								
4. Stalinist USSR								
C. Totalitarianism and Europe		Ch. 34, 35	Ch. 28	Ch. 27	Ch. 31, 32	Ch. 29	Unit 13	C. Totalitarianism and Europe
1. Rise of Fascist governments	7. Describe methods groups use to change political structures. (POLITICAL SCIENCE)							1. Examine the reasons nations gave for their expansionist policies prior to World War II. (Obj. 6)
2. Appeasement								2. Examine and explain what forces led so many Germans to join the Nazi party. (Obj. 1)
3. Road to war								3. List the various techniques used to influence people to follow political demagogues such as Hitler and Mussolini. (Obj. 2)

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AREA OF STUDY/CONTENT	OBJECTIVES	Harcourt/ Brace MEN & NATIONS	Holt/ Rinehart PEOPLE & OUR WORLD	Houghton/ Mifflin UNFINISHED JOURNEY	Scott Foresman (1) HISTORY & LIFE	Scott Foresman (2) LIVING WORLD HISTORY	SRA A WORLD HISTORY	ACTIVITIES
VII. World War II A. Axis Imperialism B. Defeat of the Axis	1. Identify and explain those social and interaction skills which allow one to become and remain a member of a group. (DECISIONMAKING) 2. Recognize propaganda techniques (i.e., bandwagon, glittering generalities, etc.). (POLITICAL SCIENCE) 3. Organize information into a meaningful system. (DECISION-MAKING)	Ch. 36	Ch. 29	Ch. 28	Ch. 32	Ch. 30	Unit 14	VII. World War II A. Compare and contrast the Axis and Allied powers in terms of size, resources, manpower, etc. (Obj. 3) B. Find some political cartoons of Herblock and others and write a short paragraph explaining the humor or the comment the cartoonist is making. (Obj. 2) C. Examine the difference between the peace settlements after World War I with those made after World War II. (Obj. 1)

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VIII. The Contemporary World A. The World Recovers from the War 1. Imperialism and peace settlements 2. Cold War 3. Marshall Plan and economic recovery, Comecon	1. Analyze political interactions among nations. (POLITICAL SCIENCE) 2. List alternative ways of solving conflicts. (PSYCHOLOGY)	Ch. 34-38	Ch. 30-33	Ch. 29	Ch. 32-33	Ch. 31	Unit 14	VIII. The Contemporary World A. The World Recovers from War 1. Compare and contrast the successes and failures of the United Nations over the past 30 years in resolving conflicts among nations. (Obj. 2)

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AREA OF STUDY/CONTENT		OBJECTIVES	Harcourt/ Brace MEN & NATIONS	Holt/ Rinehart PEOPLE & OUR WORLD	Houghton/ Mifflin UNFINISHED JOURNEY	Scott Foresman (1) HISTORY & LIFE	Scott Foresman (2) LIVING WORLD HISTORY	SRA A WORLD HISTORY	ACTIVITIES
B. Search for Stability									B. Search for Stability
1. United Nations									1. Examine the actions taken by the United Nations in response to difficulties in the Middle East and Central America. (Obj. 2)
2. NATO and WARSAW Pact									
3. Detente									
C. Nationalism and Anti-Colonialism	3.	Identify nations of the world as they exist today relative to being advanced, emerging, or Third World. (GEOGRAPHY)	Ch. 39-40	Ch. 32, 34, 35	Ch. 30-33	Ch. 34-35	Ch. 32	Unit 14	C. Nationalism and Anti-Colonialism
1. India-Pakistan becomes independent	4.	Compare and contrast the impact of economic decisions and their impact on people. (HISTORY)							1. Draw maps illustrating the free world, communist world, and third world countries. (Obj. 1)
2. China turns communist									2. Explain how life changed in China as it went from non-communist to communist. (Obj. 2)
3. South-East Asia becomes independent	5.	Describe and evaluate some of the effects of population growth and density on the way people live. (SOCIOLOGY)	Ch. 40-41						3. Compare population density maps of China and India to see similarities and differences. (Obj. 3)
4. Nationalism in Middle East									4. Explain how nationalism and religious fervor are creating difficulties for the United

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	5. Nationalism and Africa								States in Iran, Lebanon, and other Eastern countries. (Obj. 3)
D.	The Changing World	6. Analyze the concept of cultural interaction and interdependence. (HISTORY)	Ch. 41	Ch. 33-35	X	Ch. 34-36	Ch. 33-34	Unit 15	D. The Changing World
	1. Science and technology	7. Develop an awareness of current political events. (POLITICAL SCIENCE)							1. Looking at the United States in the 20th century, make a list of all the features of our life today which can be traced to other cultures and other times. (Obj. 4)
	2. The Arts								
	3. Industrialism								
	4. Developing nations	8. Give examples of human rights endemic to all political systems. (POLITICAL SCIENCE)							2. Divide the world into various regions (Middle East, S.E. Asia, Central America, etc.) and state the major problems facing the region today. (Obj. 5)
		9. Know the positive aspects of diversity. (PSYCHOLOGY)							3. Looking at the United Nations Charter on Human Rights, see which countries come closest to fulfilling these goals. (Obj. 6)
		10. Compare and contrast how economic, civic, religious, educational, and ethnic groups emerge and impact on our society. (ANTHROPOLOGY)							4. Examine the many foreign customs and traditions that have been incorporated into American culture and find which countries they have come from. (Obj. 7, 8).

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